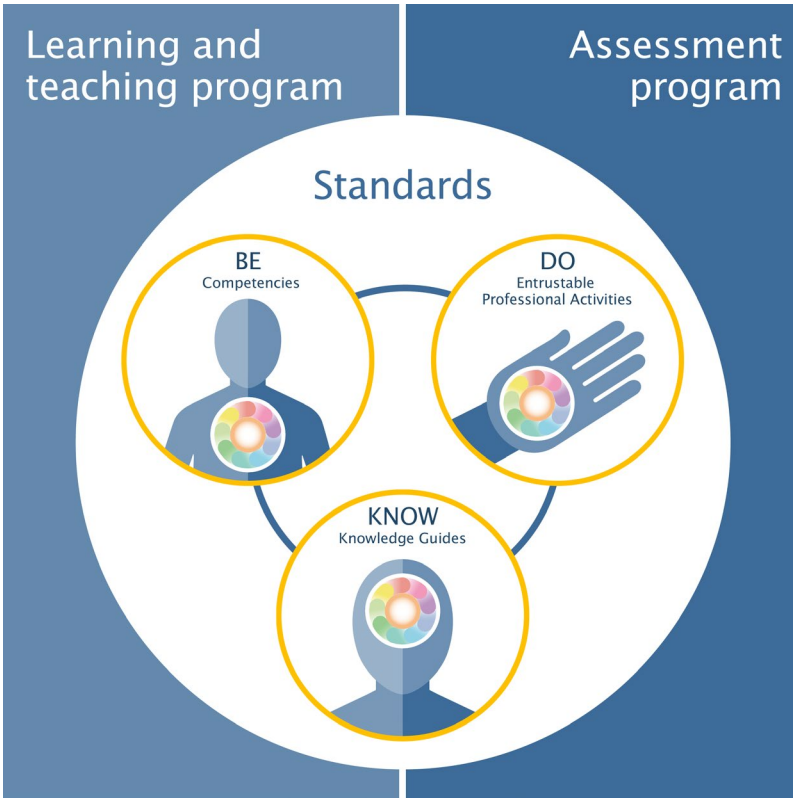




CURRICULUM STANDARDS

The curriculum standards are summarised as **learning goals**. Learning and assessment activities are linked to the learning goals to ensure that trainees demonstrate learning across the breadth of the curriculum.



COMMUNITY CHILD HEALTH LEARNING GOALS

- | | |
|-------------|--|
| BE | 1. Professional behaviours |
| DO | 2. Team leadership
3. Supervision and teaching
4. Quality improvement
5. Assessment and management: child maltreatment
6. Assessment and management: developmental and behavioural
7. Assessment and management: child population health
8. Prescribing
9. Longitudinal care
10. Communication |
| KNOW | 11. Developmental and behavioural paediatrics
12. Child safety and maltreatment
13. Social paediatrics
14. Child population health |

LEARNING, TEACHING AND ASSESSMENT*

Advanced Training is structured in three phases with clear checkpoints for trainee progression and completion.

ENTRY CRITERIA

- Completed RACP Basic Training, including the Written and Clinical Examinations
- General medical registration
- An Advanced Training position

PROFESSIONAL EXPERIENCE

36 months of relevant professional experience in approved rotations in at least two different training settings,

LEARNING PROGRAM

- Induction to Advanced Training resource (online)
- Health Policy, Systems and Advocacy resource (online)
- Supervisor Professional Development Program (online or face-to-face)
- Australian Aboriginal, Torres Strait Islander and Māori Cultural Competence and Cultural Safety resource (online)
- Accredited Child Protection course
- Community Child Health Educational Tutorial Series
- Child Protection Case Assessment logbook (required if not completing a clinical child protection position)
- 4 core subjects of a Masters of Public Health (required if not completing a clinical child population health position)

TEACHING PROGRAM

- 2 Education Supervisors (minimum 1 of whom is a Fellow of the RACP in Community Child Health)
- 1 Research Project Supervisor (may be the Education Supervisor)

ASSESSMENT PROGRAM

- 1 Learning plan (per year)
- 12 Learning Captures, on the range of learning goals (per year)
- 12 Observation Captures, on the range of learning goals (per year)
- 4 Progress reports (per year)
- 1 Research project (during course of training)

*For more information on the LTA programs, see the LTA Summary

Find out more

- head to the [website](#)
- email Curriculum@racp.edu.au
- phone +61 2 8076 6390



BE	DO	KNOW
Competencies are statements of professional behaviours, values and practices	Entrustable Professional Activities (EPAs) are essential work tasks that trainees need to be able to do unsupervised by the end of training	Knowledge Guides provide guidance on important topics and concepts trainees need to know

The learning goals articulate what trainees need to **be**, **do** and **know**, and are assessed throughout training.

